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AUTHOR Keith, Nathan R.
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ABSTRACT

The policy on good academic standing was implemented in 1976. As a result, it was found that an estimated 1,700 students were not in good standing. These students were notified of their status and allowed, on a one-time basis, to either drop their incomplete credits or obtain extraordinary registration permission to continue work toward their outstanding credits. This study presents the results of a representative sample (120) of the students who chose to place themselves in good academic standing according to this plan. Of concern in the study are the number of units dropped, in the average; the number of units carried over for completion; new credits for which the students registered; and the students' demographic profile. (MSE)

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Research Reports

STUDY OF THE RESULTS OF THE IMPLEMENTATIONS OF THE "STUDENT FULL-TIME, GOOD STANDING, OVERLOAD POLICY"

R & E REPORT #17-76

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Governors State University Park Forest South, Illinois 60466

Abstract

Research & Evaluation
Report #14-76

Study of The Results of The Implementations of The
"Student Full-Time, Good Standing, Overload Policy"

The policy on good standing was implemented during the Summer Trimester of 1976. As a result, Admissions and Records estimates that approximately 1,700 students were found to be "not in good standing." These students were notified of their status and allowed, on a one time basis, to either drop their incomplete) credits or obtain extraordinary registration permission (ERP) to continue work toward the outstanding credits. This study presents results of a representative sample of the students who chose to place themselves in good academic standing by either dropping incomplete credit hours they have carried over or obtaining special permission to continue work in modules for these credits.

The primary questions to be answered by the survey were as follows:

(1) How many units, on the average, did the students in this group drop to place themselves in good academic standing?
(2) Of the students using ERP, how many ERP credits are they carrying over?
(3) Of the group mentioned in (2), how many new credits did they register for during the Fall 1976 trimester?
(4) How many cleared their incomplete credits yet failed to register for more credit or registered for zero credits?
(5) What is the demographic profile of these students?

A systematic sample of 120 student records were obtained from the population of approximately 1,100 students who cleared their records in order to obtain good academic standing.

It should be kept in mind that the assumption underlying this study is that the results of this sample are representative for the total group of 1,100. The averages and percentages computed should be interpreted to ba an approximation of the total population parameters.

These students dropped, on an average, 5.4 credit hours with undergraduate students dropping slightly more (5.5 hours) than graduate students (5.1 hours). Business and Public Service students dropped the greatest number of credits per student, 6.8 hours; Cultural Studies students dropped 5.9 hours apiece; Environmental and Applied Sciences, 4.4 hours; Human Learning and Development, 5.4 hours; and BOG, 4.2 hours. These figures can be compared to an average trimester academic load of 7-10 credits.

These students are carrying 7.1 credit hours by means of extraordinary registration procedures (ERP). This amounts to nearly an average trimester academic

load (historically the average load for most students has been between 7 and 10 credit hours). BOG students have the fewest ERP's (4.8 hours), followed by BPS (4.9 hours), HLD (7.7 hours), EAS (8.4 hours), and CS (8.8 hours). Graduate students are carrying slightly more ERP's (7.5 hours) than undergraduate students (6.7 hours).

Credit hour loads (new registrations) range from a high of 9.5 credit hours in BPS to 5.8 credit hours for BOG students for the 87 students in the sample of 120 who enrolled for credit for the Fall trimester. Of the remaining thirty-three students, 9 students (4 undergraduates and 5 graduate students) enrolled for zero units of credit, and 24 students (20 percent of sample) were not enrolled for credit for this trimester. This indicates that 20 percent of those students who were formerly not in good academic standing made adjustments to regain good academic status but did not register for the Fall trimester, thus answering question four. Undergraduate and graduate students enrolled for essentially the same number of credit hours (U-7.6, G-7.4).

This study of an eleven percent sample of students who this summer removed themselves from "not in good academic standing" status indicates that these students are taking as ERP's a load nearly equivalent to a regular trimester load. At the same time, 72 percent (87) of the 120 students are carrying an additional full load of credits for the Fall, 1976 trimester. These students on the average have also dropped approximately two modules (5.4 hours). What this indicates is that a large number of students who have dropped some modules and obtain ERP on another significant number of modules are carrying essentially a double academic load for this trimester. One must assume that these students got into academic difficulty as a result of not being able to proceed at a normal rate of progress through their course work. Accepting this assumption would cause one to have serious doubts about these students being able to effectively carry on their degree program at an acceptable academic performance level this session with a double load of work.

STUDY OF THE RESULTS OF THE IMPLEMENTATIONS OF THE "STUDENT FULL-TIME, GOOD STANDING, OVERLOAD POLICY"

Research & Evaluation Report #17-76
Nathan R. Keith
Governors State University
Park Forest South, Illinois 60466
September, 1976

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STUDY OF THE RESULTS OF THE IMPLEMENTATIONS OF THE "STUDENT FULL-TIME, GOOD STANDING, OVERLOAD POLICY"

Introduction

The policy on good standing was implemented during the Summer trimester of 1976. The policy states:

> "B. Academic Good Standing
>
> Students are in good standing when:
>
> 1. They have met all admissions conditions by the time specified in their admissions certificate; and
>
> 2. Either:
>
> a. they have completed one-half of all units for which they have been enrolled in all previous trimesters when the total of units enrolled for is 16 units or less; or
>
> b. they have completed three-fourths of all units for which they have been enrolled during all previous trimesters when the total of units enrolled for is more than 16 units. (Units dropped during the add-drop period of the block do not count in this determination.)"

As a result, Admissions and Records estimates that approximately 1,700 students were found to be "not in good standing." These students were notified of their status and allowed, on a one time basis, to either drop their (incomplete) credits or obtain extraordinary registration permission (ERP) to continue work toward the outstanding credits. This study presents results of a representative sample of the students who chose to place themselves in good academic standing by either dropping incomplete credit hours they have carried over or obtaining special permission to continue work in modules for these credits.

Purpose

The primary questions to be answered by the survey were as follows:

(1) How many units, on the average, did the students in this group drop to place themselves in good academic standing?

(2) Of the students using ERP, how many ERP credits are they carrying over?

(3) Of the group mentioned in (2), how many new credits did they register for during the Fall 1976 trimester?

(4) How many cleared their incomplete credits yet failed to register for more credit or registered for zero credits?

(5) What is the demographic profile of these students?

Methodology

A systematic sample of 120 student records were obtained from the population of approximately 1,100 students who cleared their records in order to obtain good academic standing. The sample represents approximately 11 percent of the total population of approximately 1,700. Exact totals are neither available from Admissions and Records on the students who were notified that they were not in good standing nor the exact number who placed themselves back in good standing, however, the estimates are fairly good approximations for the purpose of this study.

Limitations

The sample of students drawn for this study was done so in a systematic way. The sample gives equivalent representation to each of the four colleges and almost the same proportion for the BOG program. A sample giving representation based on proportions of enrollment by college may have given somewhat different results, but this study was done in collaboration with a study of a similar nature conducted by the President's office, thereby precluding proportional sampling by college.

Results

The following series of tables provide answers to the previously mentioned questions. It should be kept in mind that the assumption underlying this study is that the results of this sample are representative for the total group of 1,100. The averages and percentages computed in the following tables should be interpreted to be an approximation of the total population parameters.

Table 1 answers the question: How many units, on the average, did the students in this group drop to place themselves in good academic standing? The table gives a distribution of credit hours dropped by the students in order to return to good academic standing. These students dropped, on an average, 5.4 credit hours with undergraduate students dropping slightly more (5.5 hours) than graduate students (5.1 hours). Business and Public Service students dropped the greatest number of credits per student, 6.8 hours; Cultural Studies students dropped 5.9 hours apiece; Environmental and Applied Sciences, 4.4 hours; Human Learning and Development, 5.4 hours; and BOG, 4.2 hours. These figures can be compared to an average trimester academic load of 7-10 credits.

Table 1

Average Credit Hours Dropped to be Placed in Academic Good Standing for Fall Trimester, 1976 (Sample size - 120)

College	Student Level		Total
	Undergraduate	Graduate	
Business and Public Service	8.0 (12)	5.6 (13)	6.8 (25)
Cultural Studies	6.6 (11)	5.4 (14)	5.9 (25)
Environmental and Applied Sciences	3.3 (9)	4.9 (16)	4.4 (25)
Human Learning and Development	5.5 (12)	4.5 (11)	5.4 (23)
BOG (Board of Governors)	4.2 (22)		4.2 (22)
Total University	5.5 (66)	5.1 (54)	5.4 (120)

Table 2 answers question No. 2: Of the students using ERP, how many ERP credits are they carrying over? Table 2 indicates that these students are carrying 7.1 credit hours by means of extraordinary registration procedures (ERP). This amounts to nearly an average trimester academic load (historically the average load for most students has been between 7 and 10 credit hours). BOG students have the fewest ERP's (4.8 hours), followed by BPS (4.9 hours), HLD (7.7 hours), EAS (8.4 hours), and CS (8.8 hours). Graduate students are carrying slightly more ERP's (7.5 hours) than undergraduate students (6.7 hours).

Table 2

Average ERP's Carried Over to Fall Trimester 1976 by a Sample of 120 GSU Students (formerly not in good standing)

College	Student Level		Total
	Undergraduate	Graduate	
Business and Public Service	4.9 (12)	4.9 (13)	4.9 (25)
Cultural Studies	9.2 (11)	8.6 (14)	8.8 (25)
Environmental and Applied Sciences	9.7 (9)	7.8 (16)	8.4 (25)
Human Learning and Development	6.5 (12)	8.9 (11)	7.7 (23)
BOG (Board of Governors)	4.8 (22)		4.8 (22)
Total University	6.7 (66)	7.5 (54)	7.1 (120)

*The numbers in the table represent credit hours carried over. The numbers in parentheses represent the number of individuals in the sample.

Table 3 presents data in answer to question No. 3: Of the group mentioned in (2), how many new credits did they register for during the Fall 1976 trimester? Table 3 gives statistics on current Fall trimester credit hour enrollment for the students in this sample. Credit hour loads (new registrations) range from a high of 9.5 credit hours in BPS to 5.8 credit hours for BOG students for the 87 students in the sample of 120 who enrolled for credit for the Fall trimester. Of the remaining thirty-three students, 9 students (4 undergraduates and 5 graduate students) enrolled for zero units of credit, and 24 students (20 percent of sample) were not enrolled for credit for this trimester.

This indicates that 20 percent of those students who were formerly not in good academic standing made adjustments to regain good academic status but did not register for the Fall trimester, thus answering question four. Undergraduate and graduate students enrolled for essentially the same number of credit hours (U-7.6, G-7.4).

Three 3

Average Credit Hours Registered for Fall Trimester, 1976
by Students Who Cleared Records to Obtain "Good Standing"

College		Student Level Undergraduate	Graduate	Total
BPS	Avg. credits enrolled:	9.8	9.1	9.5
	Number of students:	(9)	(8)	(17)
CS	Avg. credits enrolled:	8.0	7.3	7.6
	Number of students:	(10)	(11)	(21)
EAS	Avg. credits enrolled:	5.7	6.6	6.3
	Number of students:	(6)	(12)	(18)
HLD	Avg. credits enrolled:	9.9	7.1	8.6
	Number of students:	(8)	(7)	(15)
BOG	Avg. credits enrolled	5.8		5.8
	Number of students:	(16)		(16)
Average credits enrolled Total University		7.6 (49)	7.4 (38)	7.5 (87)

*Current data indicate that 87 of the sample of 120 registered for credit for the Fall trimester, 9 (U-4, G-5) registered for zero units of credit, and 24 did not register at all.

Tables 4 and 5 give a demographic profile of the survey sample. A limitation of these results is that each college received essentially equal representation when, in fact, a proportional representation based on enrollment would have been better. This should not seriously affect the results since the study has not attempted to form a basis for collegial comparisons but rather to obtain a simple measure of the effect of the new policy on academic good standing.

Table 4

Distribution by College Level and Sex of Sample of Students Who Cleared Records to Obtain Good Standing Fall Trimester, 1976

College		Undergraduates	Graduates	Total
Business and Public Service	F	1	2	3
	M	11	11	22
Cultural Studies	F	3	7	10
	M	8	7	15
Environmental and Applied Sciences	F	4	6	10
	M	5	10	15
Human Learning and Development	F	8	7	15
	M	4	4	8
BOG	F	13		13
	M	9		9
Total	F	29 (44%)	22 (41%)	51 (42%)
	M	37 (56%)	32 (59%)	69 (58%)
Total University		66	54	120

Table 5

Distribution of Students by
Level, College, Program, Sex

College	Program	Sex	Under-grads.	Graduates	Total
BPS:	Business Administration	F	1	2	3
		M	8	7	15
	Urban Bus. Teacher Ed.	F	0	0	0
		M	0	3	3
	Public Service	F	0	0	0
		M	3	1	4
CS:	Invention & Creativity	F	0	1	1
		M	4	4	8
	Socio-Cultural Processes	F	3	3	6
		M	2	2	4
	Popular Culture	F	0	1	1
		M	1	1	2
	Lang. & The Human Condition	F	0	1	1
		M	0	0	0
	Non-Degree	F	0	1	1
		M	1	0	1
EAS:	Allied Health	F	0	1	1
		M	0	1	1
	Health Services Admin.	F	1	1	2
		M	0	3	3
	Nursing	F	1	1	2
		M	0	0	0
	Science	F	1	3	4
		M	4	4	8
	Science Teaching	F	0	0	0
		M	1	2	3
	Non-Degree	F	1	0	1
		M	0	0	0

College	Program	Sex	Under-grads.	Graduates	Total
HLD:	Communication Science	F	1	3	4
		M	1	2	3
	Behavioral Studies	F	0	0	0
		M	1	0	1
	Human Services	F	4	0	4
		M	0	0	0
	Human Relation Services	F	0	1	1
		M	0	2	2
	Urban Teacher Education	F	3	2	5
		M	0	2	2
	Non-Degree	F	0	0	0
		M	1	0	1
BOG:	Board of Governors Degree Program	F	13	0	13
		M	9	-	9
Total		F	29	21	50
		M	36	34	70

Discussion

This study of an eleven percent sample of students who this summer removed themselves from "not in good academic standing" status indicates that these students are taking as ERP's a load nearly equivalent to a regular trimester load. At the same time, 72 percent (87) of the 120 students are carrying an additional full load of credits for the Fall, 1976 trimester. These students on the average have also dropped approximately two modules (5.4 hours). What this indicates is that a large number of students who have

dropped some modules and obtained ERP on another significant number of modules are carrying essentially a double academic load for this trimester. One must assume that these students got into academic difficulty as a result of not being able to proceed at a normal rate of progress through their course work. Accepting this assumption would cause one to have serious doubts about these students being able to effectively carry on their degree program at an acceptable academic performance level this session with a double load of work.